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ABSTRACT

To study the effectiveness of multilingual education programs in the Houston Independent School District (Texas), four groups of students were identified for the analysis of their Texas Assessment of Academic Skills (TAAS) results. These groups were: (1) students enrolled in bilingual education classes; (2) students in English as a Second Language (ESL) classes; (3) former bilingual education students who had exited the program; and (4) former ESL students who had exited the program. Of the current 12,017 students in grades 3 through 8, 70% participated in the TAAS state testing program, and 51% of the 9,032 current ESL students in grades 3 through 8 participated in the TAAS. Current bilingual education students passed the TAAS at rates between 66% and 74% for the three tests, and former bilingual education students performed well on the TAAS, with passing rates of 86% for each of the three tests. Current ESL students passed the TAAS at much lower rates, with 41% passing English, 35% passing writing, and 44% passing mathematics. Former ESL students performed above the district as a whole, with 81% passing reading, 71% passing writing, and 74% passing mathematics. Recommendations include securing increased participation of both bilingual education and ESL students in the TAAS. Three appendixes contain student results for the English TAAS for bilingual education and ESL students and bilingual education results for the Spanish TAAS for bilingual education students. (SLD)

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ED 428 169

RESEARCH

Report on an Educational Program

Department of Research and Accountability

Multilingual Education Programs: 1996–97

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Houston Independent School District

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Executive Summary

Multilingual Education Programs
1996–97

Introduction

In 1973, the State of Texas officially provided state funding for Bilingual Education enabling schools to operate programs using a dual language approach to teaching. In 1981, Texas Senate Bill 477 extended mandatory bilingual and other special programs from kindergarten through the twelfth grade. In 1984, House Bill 72 further extended bilingual and special language programs to pre-kindergarten programs serving Limited English Proficient (LEP) children and children of low income families. Senate Bill 1 provided funding for the current program.

The Houston Independent School District (HISD) implemented a transitional bilingual program as mandated by the State Board of Education on May 11, 1991, under Texas Administrative Code (TAC) Chapter 89, Sub-chapter A., State Plan for Educating Limited English Proficient Students. According to the State plan, eligible LEP students received literacy skills in the first language and developmentally appropriate English as a Second Language (ESL). Theoretically, once the student attained literacy skills in the first language, the student was ready to acquire English.

For the purposes of this study, four groups of students in grades 3-8 were identified for Texas Assessment of Academic Skills (TAAS) analysis: 1) students enrolled in Bilingual Education classes, 2) students enrolled in ESL classes, 3) former Bilingual Education students who exited the program, and 4) former ESL students who exited the program.

The following research questions were addressed:

1. What number and percent of current Bilingual Education students were served and assessed with the English and Spanish TAAS in 1996–97?
2. What was the passing rate for current Bilingual Education students on the English and Spanish Texas Assessment of Academic Skills (TAAS) in Spring 1997?
3. What number and percent of current ESL students were served and assessed with the English TAAS in 1996–97?
4. What was the passing rate for current ESL students on the English TAAS in Spring 1997?
5. What number and percent of former Bilingual Education students were served and assessed with the English TAAS in 1996–97?
6. What was the passing rate for former Bilingual Education students on the English TAAS in Spring 1997?
7. What number and percent of former ESL students were served and assessed with the English TAAS in 1996–97?
8. What was the passing rate for former ESL students on the English TAAS in Spring 1997?
9. How did the passing rates on the English TAAS for current Bilingual Education students compare with the passing rates of former Bilingual Education students?
10. How did the passing rates on the English TAAS for current ESL students compare with the passing rates of former ESL students?

Findings

- Of the 12,017 current Bilingual Education students in grades 3-8, 70% participated in the Texas Assessment of Academic Skills (TAAS) state testing program.
- The passing rate for current Bilingual Education students on the Spring 1997 English TAAS reading subtest was 66%, writing subtest was 74%, and mathematics subtest was 74%. The passing rate in mathematics was above the district passing rate of 72%.
- Spanish TAAS passing rates for current Bilingual Education students in reading was 47. and in mathematics was 56%.
- Of the 9,032 current ESL students in grades 3-8, 51% participated in the TAAS state testing program.
- Passing rates for current ESL students on the Spring 1997 English TAAS in reading was 41%, in writing was 35%, and in mathematics was 44%.
- Of the 1,244 former Bilingual Education students in grades 3-8, 93% took the TAAS.
- Former Bilingual Education students performed well on the Spring 1997 English TAAS with a passing rate in reading of 86%, in writing of 86%, and in mathematics of 86%. Former Bilingual Education students performed better than HISD students districtwide on each of the three subtests.
- Of the 1,377 former ESL students in grades 3-8, 93% took the TAAS.
- The performance of former ESL students on the Spring 1997 English TAAS was above the district as a whole in both reading and mathematics. The passing rate in reading was 81%, in writing it was 71%, and in mathematics it was 74%.

Recommendations

1. Seventy percent of the current Bilingual Education students and 51% of the current ESL students participated in the English or SpanishTAAS . Increased participation is needed in order to accurately reflect the effectiveness of the program.
2. Sixth grade current Bilingual students had a lowest passing rate of the students tested in grades three through eight. Target instructional support for current Bilingual students at this grade level in reading, mathematics and writing.
3. Continue providing Bilingual Education and dual language programs for students with limited English proficiency. Test results show that former students who exited out of Biligual programs had a higher passing rate on the TAAS than HISD students as a whole.
4. Low passing rates on the TAAS for current ESL students in grades 6-8 (middle schools) indicate the need for instructional support in reading, mathematics, and writing.
5. Focus instruction on writing for former ESL students who are in the regular curriculum.

Multilingual Education Programs
1996–97

Purpose: *To describe the performance of HISD Bilingual Education and English as a Second Language (ESL) students on the Spring 1997 Texas Assessment of Academic Skills (TAAS) English and Spanish versions.*

Design: *Non-experimental, descriptive, retrospective study*

Population, Sample: *HISD 1996–97 current Bilingual Education and ESL students in grades 3-8, including former Bilingual Education and ESL students who exited the program and were monitored in 1996–97.*

Methods: *The Spring 1997 TAAS was administered to HISD students in grades three through eight to assess achievement in reading, writing, and mathematics. Descriptive analyses were completed for four groups of students: (1) current Bilingual Education students, (2) current ESL students, (3) former Bilingual Education students, and (4) former ESL students. District passing rates were also used in the analysis.*

Findings: *Former Bilingual Education students had a higher passing rate than current Bilingual Education students and a higher passing rate than the district as a whole in reading, writing, and mathematics. Former ESL students had a higher passing rate than district students in reading and mathematics.*

Conclusions: *The Bilingual Education and ESL programs were effective in preparing students for the regular curriculum as indicated by performance on the TAAS.*

Educational Implications: *Schools should continue Bilingual Education and dual language programs that effectively prepare students for the regular curriculum.*

Introduction

In 1973, the State of Texas officially provided state funding for Bilingual Education enabling schools to operate programs using a dual language approach to teaching. In 1981, Texas Senate Bill 477 extended mandatory bilingual (Spanish language instruction) and other special programs from kindergarten through the twelfth grade. In 1984, House Bill 72 further extended bilingual and special language programs to pre-kindergarten programs serving Limited English Proficient (LEP) children and children of low income families. Senate Bill 1 provided funding for the current program.

The focus of the English as a Second Language (ESL) program is on the development of the English language through the use of specific methods that incorporated listening, comprehension, speaking, reading, and writing skills. ESL is a component within every Bilingual Education program in the United States.

Several Bilingual Education program models were used to teach LEP students: (1) Language Maintenance Programs (where students keep their native language), (2) Enrichment Programs (where students add a second language), (3) Transitional Programs (where students shift from first or home language instruction to English language instruction; with early exit transition occurring after three program years, and late exit transition occurring after approximately five years of instruction), (4) Two-way Bilingual (where English-speaking and LEP students are grouped together, and instruction is provided in two languages), and (5) Immersion (where LEP students are instructed in English only).

Program Description

The Houston Independent School District (HISD) implemented a transitional bilingual program as mandated by the State Board of Education on May 11, 1991, under Texas Administrative Code (TAC) Chapter 89, Sub-chapter A., State Plan for Educating Limited English Proficient Students. According to the State plan, eligible LEP students received literacy skills in the first language and developmentally appropriate ESL. Theoretically, once the student attained literacy skills in the first language, the student was ready to acquire English. The Multilingual Department offered a number of different instructional models to support elementary and secondary education.

Bilingual classes were offered in HISD elementary schools for students whose primary language was Spanish and who needed to develop their English language skills. The program provided limited English proficient students with a carefully structured sequence of basic skills in their primary language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the function of the primary language was to provide sequenced access to the curriculum until the students were fully functional in English. Instruction in the primary language assured student attainment of cognitive skills while learning English. A major component of the bilingual program was the development of the students' self-confidence and positive identity with their cultural heritage.

ESL instruction was offered at both elementary and secondary levels for students whose primary language was other than English, and who needed to develop their English language skills. The program provided LEP students with an intensive program of English instruction in all subjects, focusing on the language arts: listening, speaking, reading, and writing through the use of ESL methodology.

At the elementary level, an ESL endorsed instructor taught one or more classes of LEP students. This means that the students were taught in English all day or part of the day. To facilitate instruction, the teacher used visuals, manipulatives, interactive learning strategies, and the whole language approach. At the secondary level, middle and high school students usually attended ESL classes for one or two class periods each day, depending on their level of English proficiency. Secondary schools also offered ESL content classes. The goal of ESL content classes was to allow students time to gain English proficiency while obtaining skills in their academic subject areas. When bilingual students reached an appropriate level of proficiency in the English language, they were exited from the Bilingual Education and ESL program into the regular English curriculum.

Purpose of the Evaluation Report

School districts receiving state funds for Bilingual Education and ESL are required to provide an end-of-year evaluation. This report addressed achievement on the TAAS for students in grades 3-8 in the following four identified categories: (1) current bilingual education students, (2) current ESL students, (3) former bilingual education students, and (4) former ESL students. The following research questions were addressed:

1. What number and percent of current Bilingual Education students were served and assessed with the English and Spanish TAAS in 1996–97?
2. What was the passing rate for current Bilingual Education students on the English and Spanish Texas Assessment of Academic Skills (TAAS) in Spring 1997?
3. What number and percent of current ESL students were served and assessed with the English TAAS in 1996–97?
4. What was the passing rate for current ESL students on the English TAAS in Spring 1997?
5. What number and percent of former Bilingual Education students were served and assessed with the English TAAS in 1996–97?
6. What was the passing rate for former Bilingual Education students on the English TAAS in Spring 1997?
7. What number and percent of former ESL students were served and assessed with the English TAAS in 1996–97?

8. What was the passing rate for former ESL students on the English TAAS in Spring 1997?
9. How did the passing rates on the English TAAS for current Bilingual Education students compare with the passing rates of former Bilingual Education students?
10. How did the passing rates on the English TAAS for current ESL students compare with the passing rates of former ESL students?

Methods

Study Design

This program evaluation used achievement data for the 1996–97 school year. The English and Spanish Texas Assessment of Academic Skills (TAAS) was administered to students in Spring, 1997. Four groups of students were identified for evaluation purposes: 1) currently enrolled Bilingual Education students, 2) currently enrolled ESL students, 3) former Bilingual Education students, and 4) former ESL students.

Achievement test data in 1996–97 for these four groups were collected and analyzed. Passing rates for the four groups of students were examined to determine the performance level of each group, to compare performance to local and state data, and to determine effectiveness of the Bilingual Education and ESL programs.

Results

What number and percent of current Bilingual Education students were served and assessed with the English and Spanish TAAS in 1996–97?

A total of 12,017 current Bilingual Education students were served in grades 3-8 during the 1996–97 school year as indicated in **Table 1**. Of that number, 1,485 were tested with the English TAAS, and 6,966 were tested with the Spanish TAAS. That is a total of 8,451 or 70% of the Bilingual Education student population in those grades. The remaining 30% of the students were assessed using alternative measures, although some students were either exempt from taking the exam, or absent on the day of the test.

Table 1: Number and Percent of Current Bilingual Education Students Tested with English and Spanish TAAS by Grade

Grade Level	No. of Current Bil. Ed. Students Served	No. Tested with English TAAS	No. Tested with Spanish TAAS	Total Tested	Percent Tested
3	4,800	303	3,593	3,896	81
4	3,746	235	2,213	2,448	65
5	2,531	447	1,047	1,494	59
6	803	462	113	575	72
7	91	28		28	31
8	46	10		10	22
Total	**12,017**	**1,485**	**6,966**	**8,451**	**70**

What was the passing rate for current Bilingual Education students on the English and Spanish Texas Assessment of Academic Skills (TAAS) in Spring 1997?

Table 2 details the passing rates for current Bilingual Education students on the Spring 1997 English TAAS. The passing rate on the reading subtest was 66%, writing was 74%, and mathematics was 74%.

A small percent of the current Bilingual Education students in HISD were administered the English TAAS reading subtest in Spring 1997. The total number of LEP students was 58,425, of which 25,573 were in grades 3-8, and 1,485 took the English reading subtest, which was 5.8% of the LEP students in those grade levels.

Current Bilingual students did not achieve the Texas standard passing rate of 90%; however, they did perform better in mathematics than other students in the district, and they competed against their English-dominant peers with three out of four students passing writing, and two out of three passing reading. In HISD, the district passing rate was 78% in reading, 72% in mathematics, and 78% in writing.

Passing rates for Bilingual Education students ranged from 84% in grade 3 to 47% in grade 6. In writing, the passing rate was 75% in grade 4 and 54.5% in grade 8. The highest passing rate for mathematics was 90% in grade 3; the lowest passing rate for mathematics was 56% in grade 6.

Table 2: Performance of Current Bilingual Education Students on the Spring 1997 English TAAS

	Reading			Writing			Math		
Grade Level	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed
3	303	255	84				304	276	90
4	235	174	74	243	184	75	240	186	77
5	447	313	70				464	372	80
6	462	219	47				462	263	56
7	28	18	64				29	18	62
8	10	7	70	11	6	54	10	6	60
Total	**1,485**	**986**	**66**	**254**	**190**	**74**	**1,509**	**1,121**	**74**

Current Bilingual Education students performed below expectations on the Spanish TAAS as indicated in **Table 3.** Spanish TAAS results indicated the passing rate for reading was 47% and 54% for mathematics. Students did better in grade 3 than in later grades on both subtests.

More Bilingual Education students took the Spanish TAAS than the English TAAS. Of the 58,425 LEP students in HISD, 6,966 took the Spanish TAAS reading subtest in those grade levels, which is 12% of the LEP student population.

Table 3: Performance of Current Bilingual Education Students on the Spring 1997 Spanish TAAS

	Reading			Math		
Grade Level	No. Tested	No. Passed*	Percent Passed	No. Tested	No. Passed*	Percent Passed
3	3,593	1,832	51	3,585	2,079	58
4	2,213	929	42	2,210	1,171	53
5	1,047	461	44	1,037	425	41
6	113	45	40	114	48	42
Total	**6,966**	**3,267**	**47**	**6,946**	**3,723**	**54**

* Calculated from percent of number tested

What number and percent of current ESL students were served and assessed with the English TAAS in 1996–97?

A total of 9,032 current ESL students were served in grades 3-8 as indicated in **Table 4**. Of that number, 4,618 took the English TAAS, which constitutes 51% of the ESL students within those grade levels. Most of the students were in middle school grades 6-8. Of all LEP students, 20,073 were in grades 3-6, which is 34% of the LEP population.

Table 4: Current ESL Students, Number Served and Percent Tested with English TAAS by Grade

Grade Level	Number Served	Number Tested	Percent Tested
3	802	180	22
4	1,016	261	26
5	1,136	286	25
6	2,199	1490	68
7	2,153	1399	65
8	1,726	1002	58
Totals	**9,032**	**4,618**	**51**

What was the passing rate for current ESL students on the English TAAS in Spring 1997?

Passing rates for ESL students on the Spring 1997 English TAAS are included in **Table 5**. The achievement levels for the current ESL students were substantially below those of the current Bilingual Education students on the English TAAS. The passing rate on the reading subtest was 41%, writing was 35%, and mathematics was 44%. Passing rates in reading ranged from 85% in grade 3 to 31% in grade 8. In writing, the passing rate was 85% in grade 3 and 22% in grade 8. The highest passing rate in mathematics was 87% in grade 3, while the lowest was 29% in grade 8. In every case, passing rates were highest in grade 3, then dropped steadily through grade 8.

Table 5: Performance of Current ESL Students on the Spring 1997 English TAAS

	Reading			Writing			Math		
Grade Level	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed
3	180	153	85				186	163	87
4	261	197	75	256	219	85	273	211	77
5	286	198	69				291	221	75
6	1,490	541	36				1,493	609	40
7	1,399	522	37				1,401	551	39
8	1,002	311	31	988	222	22	996	292	29
Total	**4,618**	**1,922**	**41**	**1,244**	**441**	**35**	**4,640**	**2,047**	**44**

What number and percent of former Bilingual Education students were served and assessed with the English TAAS in 1996–97?

As indicated in **Table 6**, of the 1,244 former Bilingual Education students in this study, 1,154 took the English TAAS in Spring 1997. This constitutes 93% of the former Bilingual Education students, who were served with the English curriculum, and assessed with the English testing program.

Table 6: Number and Percent of Former Bilingual Education Students Tested with English TAAS by Grade

Grade Level	Number Served	Number Tested	Percent Tested
3	19	14	74
4	376	336	89
5	400	369	92
6	328	315	96
7	91	91	100
8	30	29	97
Totals	**1,244**	**1,154**	**93**

What was the passing rate for former Bilingual Education students on the English TAAS in Spring 1997?

Former Bilingual Education students performed well on the English TAAS in Spring 1997 as indicated in **Table 7**. The passing rate in reading was 86%; in writing, 86%; and in mathematics, 86%. Former Bilingual Education students performed better than HISD students districtwide on each of the three subtests. Passing rates for HISD in 1996–97 were reading, 78%; Writing, 78%; and mathematics, 72%. Although passing rates for former Bilingual Education students were better than the district as a whole, they remained below the Texas standard passing rate of 90%.

Table 7: Performance of Former Bilingual Education Students by Grade Level on the Spring 1997 English TAAS

Bilingual Education Student Performance, Spring 1997 English TAAS

	Reading			Writing			Mathematics		
Grade Level	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed
3	14	13	92				13	11	84
4	336	298	88	350	309	88	336	296	88
5	369	334	90				369	342	92
6	315	259	82				313	250	79
7	91	78	85				91	77	84
8	29	20	69	29	17	58	29	16	55
Total	**1,154**	**1,002**	**86**	**379**	**326**	**86**	**1,151**	**992**	**86**

What number and percent of former ESL students were served and assessed with the English TAAS in 1996–97?

As indicated in **Table 8**, 1,377 former ESL students were served in the regular HISD English curriculum in 1996–97. Of the number, 1,282 took the English TAAS in Spring 1997. This was 93% of the former ESL students included in the study in those grade levels.

Table 8: Number and Percent of Former ESL Students Tested with English TAAS by Grade

Grade Level	Number Served	Number Tested	Percent Tested
3	28	26	93
4	183	172	94
5	173	161	93
6	255	244	96
7	334	312	93
8	404	367	91
Totals	**1,377**	**1,282**	**93**

What was the passing rate for former ESL students on the English TAAS in Spring 1997?

The performance of former ESL students on the Spring 1997 English TAAS was lower than that of their Bilingual Education peers, but ESL students performed better than the district as a whole in both reading and mathematics. **Table 9** indicates that the passing rate in reading was 81%, in writing it was 71%, and in mathematics it was 74%. For HISD districtwide, the passing rates were 78% in reading, 78% in writing, and 72% in mathematics.

Table 9: Performance of 1996–97 Former ESL Students by Grade Level on the Spring 1997 English TAAS

Former ESL Student Performance, Spring 1997 English TAAS									
	Reading			Writing			Mathematics		
Grade Level	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed
3	26	26	100				26	25	96
4	172	165	95	167	161	96	173	155	89
5	161	148	91				161	142	88
6	244	207	84				246	206	83
7	312	247	79	6	2	33	313	220	70
8	367	251	68	372	225	60	370	215	58.
Total	**1,282**	**1,044**	**81**	**545**	**388**	**71**	**1,289**	**963**	**74**

How did the passing rates on the English TAAS for current Bilingual Education students compare with the passing rates of former Bilingual Education students?

On the Reading Subtest, current Bilingual Education students achieved a 66% passing rate, while the former Bilingual Education students in the study achieved an 86% passing rate as shown in **Table 10**. Results in writing and mathematics were similar. Current Bilingual Education students had a passing rate of 74% in writing; former Bilingual Education students had a passing rate of 86%. In mathematics, the passing rate for current Bilingual Education students was 74%, and for former students is was 86%. Former Bilingual Education students achieved higher passing rates in all three areas of reading, writing, and mathematics.

Table 10: Comparison of Passing Rates for Current and Former Bilingual Education Students

Group (Grades 3-8)	Enrolled	Reading			Writing			Mathematics		
		No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed
Current Bilingual	12,017	1,485	986	66	254	190	74	1,509	1,121	74
Former Bilingual	1,244	1,154	1,002	86	379	326	86	1,151	992	86

How did the passing rates on the English TAAS for current ESL students compare with the passing rates of former ESL students?

On the Reading Subtest, current ESL students achieved a 41% passing rate, while the former ESL students in the study achieved an 81% passing rate as shown in **Table 11**. Results in writing and mathematics were similar. Current ESL students had a passing rate of 35% in writing; former ESL students had a passing rate of 71%. In mathematics, the passing rate for current ESL students was 44%, and for former ESL students was 74%.

Table 11: Comparison of Passing Rates for Current and Former ESL Students

Group (Grades 3-8)	Enrolled	Reading			Writing			Mathematics		
		No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed	No. Tested	No. Passed	Percent Passed
Current ESL	9,032	4,618	1,922	41	1,244	441	35	4,640	2,047	44
Former ESL	1,377	1,282	1,044	81	545	388	71	1,289	963	74

Discussion

The percent of students passing reading for former Bilingual Education was 86% and for former ESL students it was 81% which was above the HISD passing rate of 78%. In writing, the percent passing for former Bilingual Education students was 86.0%, while the HISD passing rate was 78%. In mathematics, the passing

rate for HISD students was 72%, which was exceeded by current Bilingual Education students with 74%, former Bilingual Education students with 86% and former ESL students with 73%.

These results must be considered in terms of the number of current and former Bilingual Education and ESL students who were tested, relative to the number of current and former students enrolled in Bilingual Education and ESL programs in 1996–97. Of the total HISD LEP enrollment of 58,425 students in 1996–97, 32,408 students were enrolled in Bilingual Education, with 12,017 in grades 3-8; 16,327 students were in ESL classes, with 9,032 ESL students in grades 3-8. Of the current students in grades 3-8, 12% of the Bilingual Education students were tested in English reading, and 51% of the ESL students were tested in English reading.

During the 1996-97 school year, 6,212 former (exited) students were identified, with 5,046 in grades 3-8. During the previous year, 1,244 former students were in Bilingual Education, 1,377 were in ESL, and 2,425 were in other programs. Of that group, 93% of the former Bilingual Education students and 93% of the former ESL students were tested in reading with the English TAAS.

RECOMMENDATIONS

1. Seventy percent of the current Bilingual Education students and 51% of the current ESL students participated in the English or SpanishTAAS . Increased participation is needed in order to accurately reflect the effectiveness of the program.

2. Sixth grade current Bilingual students had a lowest passing rate of the students tested in grades three through eight. Target instructional support for current Bilingual students at this grade level in reading, mathematics and writing.

3. Continue providing Bilingual Education and dual language programs for students with limited English proficiency. Test results show that former students who exited out of Biligual programs had a higher passing rate on the TAAS than HISD students as a whole.

4. Low passing rates on the TAAS for current ESL students in grades 6-8 (middle schools) indicate the need for instructional support in reading, mathematics, and writing.

5. Focus instruction on writing for former ESL students who are in the regular curriculum.

Appendix A

English TAAS, 1996–97
Bilingual Education Student Performance

Alternative	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Community Services	0	0	*	0	0	*	0	0	*
Harris County Youth Vill.	0	0	*	0	0	*	0	0	*
Burnett Bayland	0	0	*	0	0	*	0	0	*
Harris County Juv. Det. Ct.	0	0	*	0	0	*	0	0	*
Rogers, T.H.	0	0	*	0	0	*	0	0	*
Crittenton Cen.	0	0	*	0	0	*	0	0	*
Kay Ongo. (Mid)	0	0	*	0	0	*	0	0	*
Terrell Alter.	0	0	*	0	0	*	0	0	*
Ripley Alt.	0	0	*	0	0	*	0	0	*
Belfort Alt. MS	0	0	*	0	0	*	0	0	*
CLC MS	0	0	*	0	0	*	0	0	*
Harper	0	0	*	0	0	*	0	0	*
Comm. Serv. ES	0	0	*	0	0	*	0	0	*
Rogers,T.H. ES	1	1	*	1	1	*	1	1	*
Centripet	0	0	*	0	0	*	0	0	*
Total	1	1	*	1	1	*	1	1	*

* Less than 5 students tested

Central	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Lanier MS	0	0	*	0	0	*	0	0	*
Lincoln MS	0	0	*	0	0	*	0	0	*
Rice (6-8)	3	0	*	0	0	*	3	1	*
Jones, J.Will ES	0	0	*	0	0	*	0	0	*
MacGregor ES	0	0	*	0	0	*	0	0	*
Poe ES	0	0	*	0	0	*	0	0	*
River Oaks ES	0	0	*	0	0	*	0	0	*
Roberts ES	0	0	*	0	0	*	0	0	*
Rogers, Will ES	0	0	*	0	0	*	0	0	*
Twain ES	4	4	*	1	1	*	4	4	*
West Univ. ES	0	0	*	0	0	*	0	0	*
Wharton ES	0	0	*	0	0	*	0	0	*
Wilson ES	0	0	*	0	0	*	0	0	*
Rice School	2	2	*	1	1	*	2	2	*
Greg/Linc. ES	1	1	*	0	0	*	1	0	*
Total	10	7	70.0	2	2	*	10	7	70.0

* Less than 5 students tested

Charter	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Williams MS	0	0	*	0	0	*	0	0	*
High. Hts. ES	2	2	*	1	1	*	2	2	*
Osborne ES	0	0	*	0	0	*	0	0	*
Wesley ES	0	0	*	0	0	*	0	0	*
Total	2	2	*	1	1	*	2	2	*

* Less than 5 students tested

Appendix A (cont'd)
English TAAS, 1996–97
Bilingual Education Student Performance

East	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Edison MS	0	0	*	0	0	*	0	0	*
Holland MS	4	4	*	0	0	*	4	2	*
Jackson MS	103	45	43.7	0	0	*	102	55	53.9
Chrysalis	24	9	37.5	4	1	25.0	24	5	20.8
Rusk (7)	18	17	94.4	5	5	100.0	18	16	88.9
Briscoe ES	33	14	42.4	0	0	*	33	14	42.4
Burnet ES	24	19	79.2	4	4	100.0	25	22	88.0
Clinton Park ES	0	0	*	0	0	*	0	0	*
DeZavala ES	18	3	16.7	0	0	*	18	8	44.4
Franklin ES	24	5	20.8	3	1	33.3	24	9	37.5
Harris, R.P. ES	20	12	60.0	5	5	100.0	21	18	85.7
Henderson, J.P. ES	22	20	90.9	0	0	*	23	22	95.7
Lantrip ES	26	19	73.1	2	1	50.0	26	18	69.2
Oates ES	26	25	96.2	0	0	*	26	24	92.3
Pleasantville ES	0	0	*	0	0	*	0	0	*
Pt. Houston ES	4	3	*	0	0	*	4	3	*
Rusk ES	18	12	66.7	5	4	80.0	18	15	83.3
Whittier ES	0	0	*	0	0	*	0	0	*
Tijerina ES	3	2	*	0	0	*	4	3	*
Cage ES	24	15	62.5	10	9	90.0	24	17	70.8
Gallegos ES	5	2	40.0	0	0	*	5	2	40.0
Carrillo ES	30	11	36.7	0	0	*	30	15	50.0
Total	426	237	55.6	38	30	78.9	429	268	62.5

* Less than 5 students tested

North	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Burbank MS	65	33	50.8	0	0	*	65	39	60.0
Fonville MS	15	4	26.7	0	0	*	15	7	46.7
Henry MS	59	27	45.8	0	0	*	60	39	65.0
Barrick ES	28	25	89.3	0	0	*	31	26	83.9
Berry ES	18	15	83.3	2	2	100.0	18	16	88.9
Burbank ES	7	3	42.9	7	3	42.9	8	3	37.5
Lyons ES	0	0	*	0	0	*	0	0	*
Coop ES	8	6	75.0	0	0	*	9	8	88.9
DeChaumes ES	20	16	80.0	0	0	*	19	17	89.5
Durkee ES	41	32	78.0	25	19	76.0	41	26	63.4
Janowski ES	0	0	*	0	0	*	0	0	*
Northline ES	12	7	58.3	0	0	*	13	8	61.5
Roosevelt ES	1	1	*	0	0	*	1	1	*
Scarborough ES	0	0	*	0	0	*	0	0	*
Garcia ES	21	21	100.0	8	8	100.0	21	21	100.0
Herrera ES	0	0	*	0	0	*	0	0	*
Total	295	190	64.4	42	32	76.2	301	211	70.1

* Less than 5 students tested

Appendix A (cont'd)
English TAAS, 1996–97
Bilingual Education Student Performance

North Central	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Hamilton MS	0	0	*	0	0	*	0	0	*
Hogg MS	0	0	*	0	0	*	0	0	*
Marshall MS	0	0	*	0	0	*	0	0	*
Brock ES	0	0	*	0	0	*	0	0	*
Browning ES	5	5	100.0	0	0	*	5	4	80.0
Burrus ES	0	0	*	0	0	*	0	0	*
Crockett ES	39	29	74.4	8	8	100.0	40	33	82.5
Eighth Ave. ES	1	0	*	0	0	*	1	0	*
Field ES	1	0	*	0	0	*	2	0	*
Harvard ES	27	19	70.4	2	2	*	29	24	82.8
Helms ES	26	18	69.2	7	5	71.4	26	21	80.8
Jefferson ES	3	1	*	2	1	*	3	2	*
Lamar ES	1	0	*	0	0	*	1	0	*
Lee ES	1	0	*	0	0	*	1	0	*
Looscan ES	0	0	*	0	0	*	0	0	*
Love ES	0	0	*	0	0	*	0	0	*
Memorial ES	7	6	85.7	2	2	*	7	7	100.0
Milam ES	17	16	94.1	2	2	*	18	18	100.0
Ryan ES	11	8	72.7	1	1	*	11	8	72.7
Sherman ES	10	7	70.0	1	0	*	11	9	81.8
Stevenson ES	8	8	100.0	1	0	*	8	5	62.5
Travis ES	0	0	*	0	0	*	0	0	*
Martinez, C. ES	12	9	75.0	2	2	*	13	10	76.9
Total	169	126	74.6	28	23	82.1	176	141	80.1

* Less than 5 students tested

Northeast	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
McReynolds MS	3	1	*	0	0	*	4	2	*
Smith MS	0	0	*	0	0	*	0	0	*
Fleming MS	0	0	*	0	0	*	0	0	*
Key MS	0	0	*	0	0	*	0	0	*
Atherton ES	0	0	*	0	0	*	0	0	*
Bowie ES	0	0	*	0	0	*	0	0	*
Bruce ES	8	8	100.0	8	8	100.0	8	8	100.0
Crawford ES	2	0	*	0	0	*	2	0	*
Dogan ES	0	0	*	0	0	*	0	0	*
Easter ES	0	0	*	0	0	*	0	0	*
Eliot ES	11	5	45.5	0	0	*	11	9	81.8
Henderson, N.Q. ES	0	0	*	0	0	*	0	0	*
Houston Gardens ES	0	0	*	0	0	*	0	0	*
Isaacs ES	0	0	*	0	0	*	0	0	*
Jones,A. ES	13	10	76.9	8	8	100.0	13	11	84.6
McDade ES	1	1	100.0	0	0	*	1	1	100.0
Pugh ES	0	0	*	0	0	*	0	0	*
Ross ES	0	0	*	0	0	*	0	0	*
Sanderson ES	0	0	*	0	0	*	0	0	*
Scott ES	0	0	*	0	0	*	0	0	*
Chatham ES	0	0	*	0	0	*	0	0	*
Smith,E.O. ES	1	0	*	0	0	*	1	0	*
Scroggins ES	17	12	70.6	0	0	*	17	17	100.0
Martinez,R. ES	5	2	40.0	0	0	*	5	5	100.0
Total	56	37	66.1	16	16	100.0	57	48	84.2

* Less than 5 students tested

Appendix A (cont'd)
English TAAS, 1996–97
Bilingual Education Student Performance

Northwest	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Black MS	0	0	*	0	0	*	0	0	*
Clifton MS	0	0	*	0	0	*	0	0	*
Allen ES	0	0	*	0	0	*	0	0	*
Durham ES	0	0	*	0	0	*	0	0	*
Garden Oaks ES	0	0	*	0	0	*	0	0	*
Hohl ES	3	3	*	1	1	*	3	2	*
Holden ES	12	8	66.7	1	0	*	14	9	64.3
Kennedy ES	0	0	*	0	0	*	0	0	*
Oak Forest ES	0	0	*	0	0	*	0	0	*
Sinclair ES	0	0	*	0	0	*	0	0	*
Smith, Kate ES	3	3	*	0	0	*	3	3	*
Stevens ES	0	0	*	0	0	*	0	0	*
Wainwright ES	0	0	*	0	0	*	0	0	*
Benbrook ES	0	0	*	1	0	*	2	2	*
Total	18	14	77.8	3	1	33.3	22	16	72.7

* Less than 5 students tested

South	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Attucks MS	0	0	*	0	0	*	0	0	*
Woodson MS	0	0	*	0	0	*	0	0	*
Dowling MS	9	3	33.3	1	0	*	9	2	22.2
Thomas MS	0	0	*	0	0	*	0	0	*
Almeda ES	5	3	60.0	1	1	*	5	4	80.0
Bastian ES	0	0	*	0	0	*	0	0	*
Codwell ES	0	0	*	0	0	*	0	0	*
Carnegie ES	0	0	*	0	0	*	0	0	*
Fairchild ES	0	0	*	0	0	*	0	0	*
Frost ES	0	0	*	0	0	*	0	0	*
Grimes ES	0	0	*	0	0	*	0	0	*
Hobby ES	0	0	*	0	0	*	0	0	*
Mading ES	0	0	*	0	0	*	0	0	*
Montgomery ES	1	1	*	0	0	*	1	1	*
Reynolds ES	0	0	*	0	0	*	0	0	*
Sunny Side ES	0	0	*	0	0	*	0	0	*
Windsor Vill. ES	0	0	*	0	0	*	0	0	*
Grissom ES	16	16	100.0	1	1	*	16	16	100.0
Law ES	0	0	*	0	0	*	0	0	*
Mitchell ES	2	0	*	0	0	*	2	1	*
Petersen ES	0	0	*	0	0	*	0	0	*
Total	33	23	69.7	3	2	*	33	24	72.7

* Less than 5 students tested

Appendix A (cont'd)
English TAAS, 1996–97
Bilingual Education Student Performance

South Central	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Cullen MS	0	0	*	0	0	*	0	0	*
Hartman MS	1	0	*	1	0	*	1	0	*
Ryan MS	0	0	*	0	0	*	0	0	*
Alcott ES	0	0	*	0	0	*	0	0	*
Blackshear ES	0	0	*	0	0	*	0	0	*
Brookline ES	9	6	66.7	1	1	*	9	8	88.9
Cornelius ES	2	2	*	1	1	*	2	2	*
Dodson ES	0	0	*	0	0	*	0	0	*
Douglass ES	0	0	*	0	0	*	0	0	*
Foster ES	0	0	*	0	0	*	0	0	*
Garden Villas ES	9	8	88.9	0	0	*	9	8	88.9
Golfcrest ES	19	16	84.2	0	0	*	19	18	94.7
Gregg ES	0	0	*	0	0	*	0	0	*
Hartsfield ES	0	0	*	0	0	*	0	0	*
Kelso ES	0	0	*	0	0	*	0	0	*
Peck ES	0	0	*	0	0	*	0	0	*
Thompson ES	0	0	*	0	0	*	0	0	*
Turner ES	0	0	*	0	0	*	0	0	*
Whidby ES	0	0	*	0	0	*	0	0	*
MacArthur ES	0	0	*	0	0	*	0	0	*
Total	40	32	80.0	3	2	66.7	40	36	90.0

* Less than 5 students tested

Southeast	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Deady MS	0	0		0	0	*	0	0	*
Stevenson	4	2	*	0	0	*	4	2	*
Bonner ES	0	0	*	0	0	*	0	0	*
Harris, J.R.Elem	11	9	81.8	5	4	80.0	11	10	90.9
Lewis ES	10	7	70.0	20	11	55.0	10	8	80.0
Park Place ES	5	5	100.0	0	0	*	5	5	100.0
Patterson ES	0	0	*	0	0	*	0	0	*
Rucker ES	2	2	*	1	1	*	2	2	*
Southmayd ES	6	4	66.7	1	1	*	7	5	71.4
Sanchez ES	10	5	50.0	2	2	*	10	6	60.0
Crespo ES	7	6	85.7	0	0	*	7	7	100.0
Davila ES	30	17	56.7	7	1	14.3	30	23	76.7
Total	85	57	67.1	36	20	55.6	86	68	79.1

* Less than 5 students tested

Appendix A (cont'd)
English TAAS, 1996–97
Bilingual Education Student Performance

Southwest	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Bellaire HS	0	0	*	0	0	*	0	0	*
Johnston MS	0	0	*	0	0	*	0	0	*
Welch MS	0	0	*	0	0	*	0	0	*
Long MS	1	1	*	0	0	*	1	1	*
Pershing MS	19	15	78.9	0	0	*	19	17	89.5
Fondren MS	4	3	75.0	0	0	*	4	3	75.0
Anderson ES	1	1	*	0	0	*	1	0	*
Braeburn ES	23	21	91.3	0	0	*	23	22	95.7
Condit ES	0	0	*	0	0	*	0	0	*
Cunningham ES	86	49	57.0	35	25	71.4	87	66	75.9
Elrod ES	6	5	83.3	0	0	*	6	6	100.0
Bell ES	2	2	*	2	2	*	2	2	*
Fondren ES	0	0	*	0	0	*	0	0	*
Gordon ES	15	4	26.7	2	0	*	15	10	66.7
Sugar Grove ES	0	0	*	0	0	*	0	0	*
Herod ES	1	1	*	0	0	*	1	1	*
Horn ES	0	0	*	0	0	*	0	0	*
Kolter ES	0	0	*	0	0	*	0	0	*
Longfellow ES	0	0	*	0	0	*	0	0	*
Lovett ES	0	0	*	0	0	*	0	0	*
Parker ES	0	0	*	0	0	*	0	0	*
Red ES	9	9	100.0	0	0	*	9	7	77.8
Shearn ES	0	0	*	0	0	*	0	0	*
Sutton ES	6	4	66.7	4	4	*	6	6	100.0
Foerster ES	0	0	*	0	0	*	0	0	*
Valley West ES	0	0	*	0	0	*	0	0	*
Benavidez ES	26	26	100.0	5	5	100.0	26	24	92.3
Milne ES	0	0	*	0	0	*	0	0	*
Total	199	141	70.9	48	36	75.0	200	165	82.5

* Less than 5 students tested

West	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Revere MS	0	0	*	0	0	*	0	0	*
Grady MS	2	1	50.0	0	0	*	2	2	*
Sharpstown MS	0	0	*	0	0	*	0	0	*
Shadowbriar (6)	1	1	*	0	0	*	1	1	*
Bonham ES	0	0	*	0	0	*	1	0	*
Briargrove ES	0	0	*	0	0	*	0	0	*
Emerson ES	9	5	55.6	0	0	*	9	8	88.9
Neff ES	8	8	100.0	1	1	*	8	8	100.0
Pilgrim ES	18	17	94.4	5	5	100.0	18	17	94.4
Piney Point ES	42	32	76.2	8	7	87.5	42	37	88.1
McNamara ES	11	10	90.9	3	3	*	11	10	90.9
Walnut Bend ES	6	5	83.3	0	0	*	6	5	83.3
White ES	3	1	*	1	0	*	3	2	*
Ashford ES	17	11	64.7	15	8	53.3	17	10	58.8
Askew ES	0	0	*	0	0	*	0	0	*
Bush ES	0	0	*	0	0	*	0	0	*
Shadowbriar ES	2	2	*	0	0	*	2	2	*
KIPP Academy	27	24	88.9	0	0	*	27	27	100.0
Total	146	117	80.1	33	24	72.7	147	129	87.8

* Less than 5 students tested

Appendix B

English TAAS, 1996–97
English as a Second Language (ESL) Student Performance

Alternative	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Community Serv.	0	0	*	0	0	*	0	0	*
Har. Cty. Yth. Vil.	0	0	*	0	0	*	0	0	*
Burnett Bayland	0	0	*	0	0	*	0	0	*
Har. Cty. Det. Ctr.	2	1	*	1	0	*	2	1	*
Rogers, T.H.	2	2	*	0	0	*	2	2	*
Crittenton Cen.	0	0	*	0	0	*	0	0	*
Kay Ongo. (Mid)	0	0	*	0	0	*	0	0	*
Terrell Alter	2	0	*	2	0	*	1	0	*
Ripley Alt.	1	0	*	1	0	*	1	1	*
Belfort Alt. MS	1	0	*	0	0	*	1	0	*
CLCMS	0	0	*	0	0	*	0	0	*
Harper	0	0	*	0	0	*	0	0	*
Comm. Serv. ES	0	0	*	0	0	*	0	0	*
Rogers, T.H. ES	0	0	*	0	0	*	0	0	*
Centripet	1	0	*	1	0	*	1	0	*
Total	9	3	33.3	5	0	0.0	8	4	50.0

* Less than 5 students tested

Central	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Lanier MS	93	22	23.7	19	2	10.5	90	27	30.0
Lincoln MS	73	24	32.9	19	3	15.8	75	19	25.3
Rice (6-8)	9	4	44.4	3	2	*	9	1	11.1
Jones J.Will ES	4	0	*	0	0	*	4	0	0.0
MacGregor ES	0	0	*	0	0	*	0	0	*
Poe ES	7	6	85.7	2	2	*	7	7	100.0
River Oaks ES	0	0	*	0	0	*	0	0	*
Roberts ES	10	10	100.0	6	6	100.0	10	10	100.0
Rogers,Will ES	0	0	*	0	0	*	2	1	*
Twain ES	5	3	60.0	0	0	*	4	4	*
West Univ. ES	5	5	100.0	1	1	*	5	5	100.0
Wharton ES	21	17	81.0	1	1	*	21	19	90.5
Wilson ES	0	0	*	0	0	*	0	0	*
Rice School	2	1	*	1	0	*	3	1	*
Greg/Linc. ES	14	4	28.6	0	0	*	16	5	31.3
Total	243	96	39.5	52	17	32.7	246	99	40.2

* Less than 5 students tested

Charter	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Williams MS	32	9	28.1	6	1	16.7	33	11	33.3
Highl. Hts. ES	0	0	*	0	0	*	0	0	*
Osborne ES	0	0	*	0	0	*	0	0	*
Wesley ES	0	0	*	0	0	*	0	0	*
Total	32	9	28.1	6	1	16.7	33	11	33.3

* Less than 5 students tested

Appendix B (cont'd)
English TAAS, 1996–97
English as a Second Language (ESL) Student Performance

East	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Edison MS	252	58	23.0	80	17	21.3	253	75	29.6
Holland MS	40	20	50.0	14	4	28.6	39	15	38.5
Jackson MS	121	22	18.2	57	2	3.5	121	27	22.3
Chrysalis	0	0	*	0	0	*	0	0	*
Rusk (7)	0	0	*	0	0	*	0	0	*
Briscoe ES	0	0	*	0	0	*	0	0	*
Burnet ES	12	2	16.7	0	0	*	12	8	66.7
Clinton Park ES	0	0	*	0	0	*	1	1	*
DeZavala ES	18	5	27.8	3	3	*	18	4	22.2
Franklin ES	1	0	*	0	0	*	1	0	0.0
Harris,R.P.Elem	2	1	*	1	0	0.0	2	1	*
Henderson, J.P. ES	1	1	*	1	1	*	1	1	*
Lantrip ES	4	3	*	0	0	*	4	4	*
Oates ES	16	13	81.3	10	8	80.0	16	15	93.8
Pleasantville ES	0	0	*	0	0	*	0	0	*
Pt. Houston ES	16	5	31.3	0	0	*	17	9	52.9
Rusk ES	0	0	*	0	0	*	0	0	*
Whittier ES	0	0	*	0	0	*	0	0	*
Tijerina ES	0	0	*	0	0	*	0	0	*
Cage ES	1	0	*	1	0	*	1	0	*
Gallegos ES	0	0	*	0	0	*	0	0	*
Carrillo ES	0	0	*	0	0	*	0	0	*
Total	484	130	26.9	167	35	21.0	486	160	32.9

* Less than 5 students tested

North	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Burbank MS	197	92	46.7	47	10	21.3	195	116	59.5
Fonville MS	132	42	31.8	34	10	29.4	130	42	32.3
Henry MS	80	44	55.0	27	6	22.2	82	30	36.6
Barrick ES	0	0	*	0	0	*	0	0	*
Berry ES	0	0	*	0	0	*	0	0	*
Burbank ES	0	0	*	0	0	*	0	0	*
Lyons ES	0	0	*	0	0	*	0	0	*
Coop ES	0	0	*	0	0	*	0	0	*
DeChaumes ES	7	5	71.4	6	6	100.0	7	5	71.4
Durkee ES	3	3	*	0	0	*	3	3	*
Janowski ES	1	1	*	0	0	*	1	1	*
Northline ES	0	0	*	0	0	*	0	0	*
Roosevelt ES	0	0	*	0	0	*	0	0	*
Scarborough ES	0	0	*	0	0	*	0	0	*
Garcia ES	7	7	100.0	1	1	*	7	7	100.0
Herrera ES	20	19	95.0	3	3	*	19	19	100.0
Total	447	213	47.7	118	36	30.5	444	223	50.2

* Less than 5 students tested

Appendix B (cont'd)
English TAAS, 1996–97
English as a Second Language (ESL) Student Performance

North Central	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Hamilton MS	132	60	45.5	37	9	24.3	134	49	36.6
Hogg MS	188	79	42.0	41	8	19.5	185	60	32.4
Marshall MS	151	52	34.4	41	8	19.5	148	54	36.5
Brock ES	9	7	77.8	5	5	100.0	9	7	77.8
Browning ES	3	1	*	2	0	*	2	0	*
Burrus ES	3	3	*	0	0	*	3	3	*
Crockett ES	4	2	*	0	0	*	4	2	*
Eighth Ave ES	2	1	*	0	0	*	2	2	*
Field ES	4	3	*	2	1	*	4	3	*
Harvard ES	8	7	87.5	7	7	100.0	10	7	70.0
Helms ES	0	0	*	0	0	*	0	0	*
Jefferson ES	0	0	*	0	0	*	0	0	*
Lamar ES	0	0	*	0	0	*	0	0	*
Lee ES	5	2	40.0	1	1	*	5	2	40.0
Looscan ES	16	15	93.8	8	8	100.0	16	16	100.0
Love ES	0	0	*	0	0	*	0	0	*
Memorial ES	0	0	*	0	0	*	0	0	*
Milam ES	0	0	*	0	0	*	0	0	*
Ryan ES	0	0	*	0	0	*	0	0	*
Sherman ES	35	12	34.3	8	7	87.5	35	25	71.4
Stevenson ES	0	0	*	0	0	*	0	0	*
Travis ES	1	1	*	1	1	*	1	1	*
Martinez, C. ES	0	0	*	0	0	*	0	0	*
Total	561	245	43.7	153	55	35.9	558	231	41.4

* Less than 5 students tested

Northeast	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
McReynolds MS	53	13	24.5	26	2	7.7	52	18	34.6
Smith MS	23	10	43.5	11	3	27.3	21	6	28.6
Fleming MS	15	7	46.7	7	0	0.0	14	5	35.7
Key MS	29	22	75.9	10	7	70.0	30	22	73.3
Atherton ES	6	4	66.7	1	1	*	6	3	50.0
Bowie ES	5	4	80.0	2	2	*	5	4	80.0
Bruce ES	15	14	93.3	0	0	*	15	14	93.3
Crawford ES	0	0	*	0	0	*	0	0	*
Dogan ES	14	9	64.3	1	1	*	14	8	57.1
Easter ES	7	7	100.0	5	5	100.0	7	7	100.0
Eliot ES	2	0	*	0	0	*	2	1	*
Hend., N.Q. ES	1	1	*	0	0	*	1	1	*
Hston Gdns. ES	0	0	*	0	0	*	0	0	*
Isaacs ES	5	5	100.0	0	0	*	5	5	100.0
Jones, A. ES	5	4	80.0	0	0	*	5	5	100.0
McDade ES	6	3	50.0	0	0	*	5	5	100.0
Pugh ES	12	6	50.0	4	4	*	12	7	58.3
Ross ES	5	4	80.0	2	2	*	5	4	80.0
Sanderson ES	4	2	*	0	0	*	3	3	*
Scott ES	17	16	94.1	2	2	*	17	16	94.1
Chatham ES	0	0	*	0	0	*	0	0	*
Smith, E.O. ES	1	0	*	0	0	*	1	0	*
Scroggins ES	3	1	*	0	0	*	3	3	*
Martinez,R. ES	13	13	100.0	1	1	*	13	13	100.0
Total	241	145	60.2	72	30	41.7	236	150	63.6

* Less than 5 students tested

Appendix B
English TAAS, 1996–97
English as a Second Language (ESL) Student Performance

Northwest	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Black MS	47	17	36.2	7	1	14.3	47	15	31.9
Clifton MS	27	11	40.7	8	1	12.5	27	12	44.4
Allen ES	4	4	*	2	2	*	4	3	*
Durham ES	4	3	*	3	3	*	5	4	80.0
Garden Oaks ES	5	4	80.0	1	1	*	5	3	60.0
Hohl ES	3	3	*	3	2	*	4	4	*
Holden ES	0	0	*	0	0	*	0	0	*
Kennedy ES	7	5	71.4	1	1	*	7	5	71.4
Oak Forest ES	2	2	*	0	0	*	3	2	*
Sinclair ES	5	1	20.0	3	3	*	6	4	66.7
Smith, Kate ES	1	1	*	0	0	*	1	1	*
Stevens ES	4	3	75.0	2	2	*	4	2	*
Wainwright ES	0	0	*	0	0	*	0	0	*
Benbrook ES	1	0	*	0	0	*	2	1	*
Total	110	54	49.1	30	16	53.3	115	56	48.7

* Less than 5 students tested

South	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Attucks MS	16	7	43.8	3	2	*	17	5	29.4
Woodson MS	7	4	57.1	2	1	*	7	4	57.1
Dowling MS	128	45	35.2	40	11	27.5	130	35	26.9
Thomas MS	12	7	58.3	4	3	*	12	3	25.0
Almeda ES	7	3	42.9	0	0	*	7	5	71.4
Bastian ES	5	5	100.0	4	4	*	5	5	100.0
Codwell ES	5	4	80.0	5	5	100.0	5	5	100.0
Carnegie ES	5	3	60.0	0	0	*	5	4	80.0
Fairchild ES	0	0	*	0	0	*	0	0	*
Frost ES	1	0	*	0	0	*	1	0	*
Grimes ES	2	1	*	1	0	*	2	0	*
Hobby ES	20	8	40.0	3	3	*	20	12	60.0
Mading ES	1	1	*	0	0	*	1	1	*
Montgomery ES	1	1	*	0	0	*	1	1	*
Reynolds ES	0	0	*	0	0	*	0	0	*
Sunny Side ES	1	0	*	0	0	*	1	1	*
Windsor Vill. ES	41	38	92.7	17	15	88.2	41	39	95.1
Grissom ES	7	2	28.6	0	0	*	7	2	28.6
Law ES	1	1	*	0	0	*	1	0	*
Mitchell ES	0	0	*	0	0	*	0	0	*
Petersen ES	9	9	100.0	3	3	*	9	9	100.0
Total	269	139	51.7	82	47	57.3	272	131	48.2

* Less than 5 students tested

Appendix B (cont'd)
English TAAS, 1996–97
English as a Second Language (ESL) Student Performance

South Central	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Cullen MS	25	5	20.0	4	1	*	26	10	38.5
Hartman MS	172	68	39.5	32	6	18.8	173	86	49.7
Ryan MS	22	9	40.9	4	4	*	21	8	38.1
Alcott ES	0	0	*	0	0	*	0	0	*
Blackshear ES	0	0	*	0	0	*	0	0	*
Brookline ES	0	0	*	0	0	*	0	0	*
Cornelius ES	2	2	*	0	0	*	2	2	*
Dodson ES	7	4	57.1	1	1	*	7	4	57.1
Douglass ES	0	0	*	0	0	*	0	0	*
Foster ES	1	1	*	0	0	*	1	1	*
Garden Villas ES	9	1	11.1	9	4	44.4	9	2	22.2
Golfcrest ES	24	16	66.7	18	17	94.4	24	23	95.8
Gregg ES	4	4	*	2	2	*	4	4	*
Hartsfield ES	2	2	*	1	1	*	2	2	*
Kelso ES	4	4	*	3	3	*	4	4	*
Peck ES	1	0	*	0	0	*	1	1	*
Thompson ES	6	6	100.0	1	1	*	6	6	100.0
Turner ES	1	1	*	0	0	*	1	1	*
Whidby ES	4	3	*	1	1	*	4	3	*
MacArthur ES	1	0	*	0	0	*	1	0	*
Total	285	126	44.2	76	41	53.9	286	157	54.9

* Less than 5 students tested

Southeast	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Deady MS	395	114	28.9	119	29	24.4	396	116	29.3
Stevenson	191	50	26.2	35	5	14.3	193	76	39.4
Bonner ES	0	0	*	0	0	*	0	0	*
Harris, J.R. ES	0	0	*	0	0	*	0	0	*
Lewis ES	17	14	82.4	0	0	*	18	14	77.8
Park Place ES	8	8	100.0	0	0	*	8	8	100.0
Patterson ES	4	2	*	3	3	*	3	2	*
Rucker ES	6	4	66.7	0	0	*	6	6	100.0
Southmayd ES	0	0	*	0	0	*	0	0	*
Sanchez ES	6	4	66.7	1	1	*	10	5	50.0
Crespo ES	2	2	*	2	2	*	2	2	*
Davila ES	9	3	33.3	0	0	*	11	4	36.4
Total	638	201	31.5	160	40	25.0	647	233	36.0

* Less than 5 students tested

Appendix B (cont'd)
English TAAS, 1996–97
English as a Second Language (ESL) Student Performance

Southwest	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Bellaire HS	1	0	*	1	1	*	1	1	*
Johnston MS	60	16	26.7	17	2	11.8	57	16	28.1
Welch MS	36	10	27.8	7	2	28.6	35	9	25.7
Long MS	415	126	30.4	83	17	20.5	417	132	31.7
Pershing MS	148	94	63.5	43	24	55.8	149	87	58.4
Fondren MS	65	26	40.0	7	0	0.0	66	29	43.9
Anderson ES	31	20	64.5	5	2	40.0	30	19	63.3
Braeburn ES	6	1	16.7	1	0	*	6	2	33.3
Condit ES	4	3	*	1	1	*	4	2	*
Cunningham ES	3	1	*	0	0	*	3	1	*
Elrod ES	15	9	60.0	6	3	50.0	16	11	68.8
Bell ES	3	3	*	3	3	*	3	2	*
Fondren ES	0	0	*	0	0	*	0	0	*
Gordon ES	13	6	46.2	6	1	16.7	15	10	66.7
Sugar Grove ES	1	1	*	1	1	*	1	1	*
Herod ES	2	1	*	0	0	*	2	2	*
Horn ES	3	2	*	0	0	*	3	2	*
Kolter ES	9	9	100.0	5	5	100.0	9	9	100.0
Longfellow ES	0	0	*	0	0	*	0	0	*
Lovett ES	0	0	*	0	0	*	0	0	*
Parker ES	1	0	*	0	0	*	1	0	*
Red ES	4	4	*	0	0	*	4	4	*
Shearn ES	4	4	*	0	0	*	4	4	*
Sutton ES	1	1	*	0	0	*	1	1	*
Foerster ES	13	11	84.6	8	7	87.5	13	13	100.0
Valley West ES	0	0	*	0	0	*	0	0	*
Benavidez ES	5	4	80.0	5	5	100.0	5	5	100.0
Milne ES	4	4	*	2	2	*	6	3	50.0
Total	847	356	42.0	201	76	37.8	851	365	42.9

* Less than 5 students tested

West	Reading			Writing			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Revere MS	48	26	54.2	13	2	15.4	47	17	36.2
Grady MS	67	29	43.3	10	2	20.0	68	34	50.0
Sharpstown MS	213	61	28.6	66	15	22.7	213	83	39.0
Shadowbriar (6)	29	12	41.4	0	0	*	29	12	41.4
Bonham ES	1	1	*	1	0	*	2	1	*
Briargrove ES	1	0	*	1	1	*	1	1	*
Emerson ES	0	0	*	0	0	*	0	0	*
Neff ES	18	18	100.0	5	5	100.0	19	18	94.7
Pilgrim ES	1	1	*	1	0	*	1	1	*
Piney Point ES	7	6	85.7	2	2	100.0	8	5	62.5
Mcnamara ES	34	30	88.2	15	14	93.3	34	28	82.4
Walnut Bend ES	0	0	*	0	0	*	0	0	*
White ES	23	14	60.9	8	6	75.0	24	18	75.0
Ashford ES	0	0	*	0	0	*	0	0	*
Askew ES	0	0	*	0	0	*	0	0	*
Bush ES	1	1	*	0	0	*	1	1	*
Shadowbriar ES	2	1	*	0	0	*	4	1	*
KIPP Academy	7	5	71.4	0	0	*	7	7	100.0
Total	452	205	45.4	122	47	38.5	458	227	49.6

* Less than 5 students tested

Appendix C

Spring 1997 Spanish TAAS, Bilingual Education Students Prformance

Alternative	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Community Serv.	0	0	*	0	0	*
Harris Cnty. Yth. Vil.	0	0	*	0	0	*
Burnett Bayland	0	0	*	0	0	*
Harris County Juv. Det. Ctr.	0	0	*	0	0	*
Rogers, T.H.	0	0	*	0	0	*
Crittenton Cen	0	0	*	0	0	*
Kay Ongoing (Mid)	0	0	*	0	0	*
Terrell Alter.	0	0	*	0	0	*
Ripley Alt.	0	0	*	0	0	*
Belfort Alt. MS	0	0	*	0	0	*
CIC MS	0	0	*	0	0	*
Harper	0	0	*	0	0	*
Comm. Serv. ES	0	0	*	0	0	*
Rogers, T.H. Elem	0	0	*	0	0	*
Centripet	0	0	*	0	0	*
Total	0	0	*	0	0	*

* Less than 5 students tested

Central	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Lanier MS	0	0	*	0	0	*
Lincoln MS	0	0	*	0	0	*
Rice (6-8)	0	0	*	0	0	*
Jones J.Will ES	51	32	62.7	51	33	64.7
MacGregor ES	50	34	68.0	49	42	85.7
Poe ES	31	22	71.0	31	21	67.7
River Oaks ES	0	0	*	0	0	*
Roberts ES	0	0	*	0	0	*
Rogers,Will ES	17	11	64.7	17	13	76.5
Twain ES	7	6	85.7	7	5	71.4
West Univ. ES	0	0	*	0	0	*
Wharton ES	47	47	100.0	47	44	93.6
Wilson ES	41	33	80.5	41	40	97.6
Rice School	0	0	*	0	0	*
Greg/Linc. ES	29	10	34.5	30	15	50.0
Total	273	195	71.4	273	213	78.0

* Less than 5 students tested

Charter	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Williams MS	0	0	*	0	0	*
Highland Hts. ES	0	0	*	0	0	*
Osborne ES	0	0	*	0	0	*
Wesley ES	0	0	*	0	0	*
Total	0	0	*	0	0	*

* Less than 5 students tested

Appendix C (continued)
Spring 1997 Spanish TAAS,
Bilingual Education Students Prformance

East	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Edison MS	0	0	*	0	0	*
Holland MS	0	0	*	0	0	*
Jackson MS	0	0	*	0	0	*
Chrysalis	0	0	*	0	0	*
Rusk (7)	0	0	*	0	0	*
Briscoe ES	57	14	24.6	59	17	28.8
Burnet ES	82	61	74.4	85	64	75.3
Clinton Park ES	0	0	*	0	0	*
DeZavala ES	49	10	20.4	49	15	30.6
Franklin ES	56	12	21.4	56	15	26.8
Harris,R.P. ES	46	16	34.8	46	20	43.5
Henderson, J.P. ES	84	53	63.1	84	63	75.0
Lantrip ES	104	46	44.2	104	53	51.0
Oates ES	19	5	26.3	19	6	31.6
Pleasantville ES	0	0	*	0	0	*
Port Houston ES	32	17	53.1	34	22	64.7
Rusk ES	15	5	33.3	16	8	50.0
Whittier ES	33	18	54.5	33	31	93.9
Tijerina ES	113	47	41.6	112	49	43.8
Cage ES	79	25	31.6	80	31	38.8
Gallegos ES	89	30	33.7	89	51	57.3
Carrillo ES	87	21	24.1	87	28	32.2
Total	945	380	40.2	953	473	49.6

* Less than 5 students tested

North	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Burbank MS	0	0	*	0	0	*
Fonville MS	0	0	*	0	0	*
Henry MS	0	0	*	0	0	*
Barrick ES	56	42	75.0	58	51	87.9
Berry ES	37	11	29.7	38	15	39.5
Burbank ES	35	16	45.7	35	14	40.0
Lyons ES	75	66	88.0	74	67	90.5
Coop ES	84	49	58.3	84	56	66.7
DeChaumes ES	37	21	56.8	37	26	70.3
Durkee ES	36	18	50.0	36	24	66.7
Janowski ES	104	20	19.2	101	20	19.8
Northline ES	88	39	44.3	89	55	61.8
Roosevelt ES	20	16	80.0	20	18	90.0
Scarborough ES	85	35	41.2	87	49	56.3
Garcia ES	70	40	57.1	69	54	78.3
Herrera ES	70	41	58.6	70	29	41.4
Total	797	414	51.9	798	478	59.9

* Less than 5 students tested

Appendix C (continued)
Spring 1997 Spanish TAAS,
Bilingual Education Students Prformance

North Central	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Hamilton MS	0	0	*	0	0	*
Hogg MS	0	0	*	0	0	*
Marshall MS	0	0	*	0	0	*
Brock ES	8	6	75.0	8	6	75.0
Browning ES	31	10	32.3	31	9	29.0
Burrus ES	0	0	*	0	0	*
Crockett ES	43	26	60.5	44	32	72.7
Eighth Ave ES	16	14	87.5	16	14	87.5
Field ES	9	5	55.6	9	8	88.9
Harvard ES	6	2	33.3	6	2	33.3
Helms ES	25	12	48.0	25	19	76.0
Jefferson ES	45	9	20.0	49	16	32.7
Lamar ES	33	7	21.2	33	9	27.3
Lee ES	22	13	59.1	22	15	68.2
Looscan ES	16	5	31.3	17	11	64.7
Love ES	32	13	40.6	32	19	59.4
Memorial ES	16	1	6.3	16	2	12.5
Milam ES	74	29	39.2	74	39	52.7
Ryan ES	31	8	25.8	31	12	38.7
Sherman ES	58	3	5.2	57	24	42.1
Stevenson ES	5	3	60.0	5	3	60.0
Travis ES	17	5	29.4	17	4	23.5
Martinez,C. ES	4	1	*	4	0	*
Total	491	172	35.0	496	244	49.2

* Less than 5 students tested

Northeast	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
McReynolds MS	0	0	*	0	0	*
Smith MS	0	0	*	0	0	*
Fleming MS	0	0	*	0	0	*
Key MS	0	0	*	0	0	*
Atherton ES	0	0	*	0	0	*
Bowie ES	0	0	*	0	0	*
Bruce ES	0	0	*	0	0	*
Crawford ES	25	8	32.0	25	6	24.0
Dogan ES	0	0	*	0	0	*
Easter ES	11	11	100.0	11	11	100.0
Eliot ES	94	37	39.4	94	43	45.7
Henderson, N.Q. ES	0	0	*	0	0	*
Houston Gardens ES	0	0	*	0	0	*
Isaacs ES	0	0	*	0	0	*
Jones, Anson ES	9	6	66.7	9	7	77.8
McDade ES	0	0	*	0	0	*
Pugh ES	0	0	*	0	0	*
Ross ES	0	0	*	0	0	*
Sanderson ES	0	0	*	0	0	*
Scott ES	0	0	*	0	0	*
Chatham ES	0	0	*	0	0	*
Smith, E.O. ES	1	0	*	1	0	*
Scroggins ES	67	21	31.3	69	45	65.2
Martinez, R. ES	0	0	*	0	0	*
Total	207	83	40.1	209	112	53.6

* Less than 5 students tested

Appendix C (continued)
Spring 1997 Spanish TAAS,
Bilingual Education Students Prformance

Northwest	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Black MS	0	0	*	0	0	*
Clifton MS	0	0	*	0	0	*
Allen ES	0	0	*	0	0	*
Durham ES	0	0	*	0	0	*
Garden Oaks ES	0	0	*	0	0	*
Hohl ES	17	11	64.7	17	9	52.9
Holden ES	24	4	16.7	24	6	25.0
Kennedy ES	0	0	*	0	0	*
Oak Forest ES	0	0	*	0	0	*
Sinclair ES	0	0	*	0	0	*
Smith,Kate ES	0	0	*	0	0	*
Stevens ES	54	16	29.6	54	26	48.1
Wainwright ES	18	12	66.7	19	11	57.9
Benbrook ES	36	15	41.7	36	23	63.9
Total	149	58	38.9	150	75	50.0

* Less than 5 students tested

South	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Attucks MS	0	0	*	0	0	*
Woodson MS	0	0	*	0	0	*
Dowling MS	0	0	*	0	0	*
Thomas MS	0	0	*	0	0	*
Almeda ES	32	14	43.8	32	20	62.5
Bastian ES	0	0	*	0	0	*
Codwell ES	0	0	*	0	0	*
Carnegie ES	0	0	*	0	0	*
Fairchild ES	0	0	*	0	0	*
Frost ES	0	0	*	0	0	*
Grimes ES	0	0	*	0	0	*
Hobby ES	15	2	13.3	15	9	60.0
Mading ES	0	0	*	0	0	*
Montgomery ES	0	0	*	0	0	*
Reynolds ES	0	0	*	0	0	*
Sunny Side ES	0	0	*	0	0	*
Windsor Vill. ES	0	0	*	0	0	*
Grissom ES	18	9	50.0	18	9	50.0
Law ES	0	0	*	0	0	*
Mitchell ES	38	19	50.0	39	18	46.2
Petersen ES	0	0	*	0	0	*
Total	103	44	42.7	104	56	53.8

* Less than 5 students tested

Appendix C (continued)
Spring 1997 Spanish TAAS,
Bilingual Education Students Prformance

South Central	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Cullen MS	0	0	*	0	0	*
Hartman MS	0	0	*	0	0	*
Ryan MS	0	0	*	0	0	*
Alcott ES	0	0	*	0	0	*
Blackshear ES	0	0	*	0	0	*
Brookline ES	190	82	43.2	190	94	49.5
Cornelius ES	49	36	73.5	49	33	67.3
Dodson ES	7	5	71.4	7	6	85.7
Douglass ES	0	0	*	0	0	*
Foster ES	0	0	*	0	0	*
Garden Villas ES	3	1	33.3	3	1	33.3
Golfcrest ES	61	18	29.5	61	37	60.7
Gregg ES	32	27	84.4	32	28	87.5
Hartsfield ES	0	0	*	0	0	*
Kelso ES	0	0	*	0	0	*
Peck ES	11	3	27.3	12	3	25.0
Thompson ES	0	0	*	0	0	*
Turner ES	0	0	*	0	0	*
Whidby ES	0	0	*	0	0	*
MacArthur ES	17	10	58.8	18	12	66.7
Total	370	182	49.2	372	214	57.5

* Less than 5 students tested

Southeast	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Deady MS	0	0	*	0	0	*
Stevenson	0	0	*	0	0	*
Bonner ES	109	33	30.3	109	29	26.6
Harris,J.R. ES	53	34	64.2	53	41	77.4
Lewis ES	73	53	72.6	73	50	68.5
Park Place ES	37	16	43.2	37	10	27.0
Patterson ES	0	0	*	0	0	*
Rucker ES	62	23	37.1	60	26	43.3
Southmayd ES	42	13	31.0	45	14	31.1
Sanchez ES	96	60	62.5	99	80	80.8
Crespo ES	82	57	69.5	82	63	76.8
Davila ES	78	38	48.7	79	52	65.8
Total	632	327	51.7	637	365	57.3

* Less than 5 students tested

Appendix C (continued)
Spring 1997 Spanish TAAS,
Bilingual Education Students Prformance

Southwest	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Bellaire HS	0	0	*	0	0	*
Johnston MS	0	0	*	0	0	*
Welch MS	0	0	*	0	0	*
Long MS	0	0	*	0	0	*
Pershing MS	0	0	*	0	0	*
Fondren MS	0	0	*	0	0	*
Anderson ES	133	73	54.9	133	77	57.8
Braeburn ES	185	86	46.5	185	95	51.4
Condit ES	1	1	*	1	1	*
Cunningham ES	97	29	29.9	96	42	43.8
Elrod ES	9	1	11.1	9	4	44.4
Bell ES	37	18	48.6	37	19	51.4
Fondren ES	40	17	42.5	41	18	43.9
Gordon ES	48	10	20.8	48	19	39.6
Sugar Grove ES	0	0	*	0	0	*
Herod ES	18	5	27.8	18	9	50.0
Horn ES	0	0	*	0	0	*
Kolter ES	0	0	*	0	0	*
Longfellow ES	0	0	*	0	0	*
Lovett ES	0	0	*	0	0	*
Parker ES	0	0	*	0	0	*
Red ES	0	0	*	0	0	*
Shearn ES	67	36	53.7	67	49	73.1
Sutton ES	149	61	40.9	148	76	51.4
Foerster ES	13	8	61.5	13	9	69.2
Valley West ES	0	0	*	0	0	*
Benavidez ES	187	104	55.6	184	114	62.0
Milne ES	0	0	*	0	0	*
Total	984	449	45.6	980	532	54.3

* Less than 5 students tested

West	Reading			Math		
School Name	No. Tested	No. Passed	% Passed	No. Tested	No. Passed	% Passed
Revere MS	0	0	*	0	0	*
Grady MS	0	0	*	0	0	*
Sharpstown MS	0	0	*	0	0	*
Shadowbriar (6)	0	0	*	0	0	*
Bonham ES	78	25	32.1	73	34	46.6
Briargrove ES	0	0		0	0	
Emerson ES	77	39	50.6	79	55	69.6
Neff ES	42	26	61.9	43	24	55.8
Pilgrim ES	77	66	85.7	77	62	80.5
Piney Point ES	16	8	50.0	15	6	40.0
Mcnamara ES	62	45	72.6	61	41	67.2
Walnut Bend ES	46	31	67.4	45	28	62.2
White ES	8	1	12.5	8	3	37.5
Ashford ES	19	7	36.8	19	4	21.1
Askew ES	29	23	79.3	29	24	82.8
Bush ES	0	0	*	0	0	*
Shadowbriar ES	0	0	*	0	0	*
KIPP Academy	0	0	*	0	0	*
Total	454	271	59.7	449	281	62.6

* Less than 5 students tested